Psych 630-002
Advanced Topics in Industrial and Organizational Psychology
CRN 17247
Fall 2011, 3 credit hours
Graduate Level
Rice University

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Office Hours: By Appointment Only

Class Topic
Variation in Leadership and Teacher/Follower Concerns in School Settings: An International Perspective

Themes
Leadership and Organizational Change:
Leadership and International/Cultural Differences:
School Leadership – International Perspective:
Curriculum Change and Implementation – International Perspective:

Course Description
This course surveys foundational literature associated with the study of current and contextual topics on various international leadership styles in schools.

Required Readings:
All readings are available in the library or online on Owlspace. Please let me know if you have trouble accessing them.

Students with Disabilities
Please contact me within the first two weeks of the semester if you have a documented disability that will affect your work in this class so that I can accommodate you. Students will need to register with the Disability Support Services Office in the Ley Student Center.

Course Requirements:

Class Participation and Attendance	30%
Reading Responses & Emerging Problems Assignment	30%
Final Project	40%

Class Participation and Attendance
You are expected to attend all classes and to actively participate in class discussions. You must come prepared, which means reading and thinking about the texts prior to arriving in class. This is not a lecture course; it is integral to the success of this seminar (as well as your grade) that you participate with comments and questions and that you respectfully listen to your peers. *Attendance policy*: The condensed nature of this course requires you to be present at every class meeting. You may have one unexcused absence (reading response still required via email), but absences beyond this one will affect your grade.

Reading Responses & Emerging Problems Assignment
You will write a 1 – 1.5 page (double-spaced) response to the assigned readings for each class session, which you will submit via email. Your response to each reading must contain: a summary of each reading's main argument and theoretical perspective and your assessment of its main contribution and limitation. For full credit, you must also include 2 thoughtful questions that you will contribute to stimulate class discussion. Completing responses adequately for each class session (obtaining a + rather than a – grade) will result in full percentage credit for this class component.

Final Project
You will design a final project that advances concurrently your comprehension of the field and your thesis project. On the last day of class, you will present this project by discussing your objectives and/or research question, your methods, your conclusions, and your next steps for developing or finalizing the project.

NOTE: This syllabus is subject to change based on the needs of the class. If there is a change, it will be posted on Owlspace with the date of the change incorporated into the file name.

Course Readings:

Bass, B.M. (1997). Does the transactional-transformational leadership paradigm transcend organizational and national boundaries. *American Psychologist 52*(2), 130-139.

Beekun, R., & Badawi, J. (1998). *Leadership: An Islamic perspective*.

Brundett, M., Burton, N., & Smith, R. (2003). *Leadership in education.* Sage.

Center on Organization and Restructuring of Schools. (1995). Successful school restructuring: Newmann, F.M., & Wehlage, G.G.

Cheng, Y.C. (1994). Effectiveness of curriculum change in school: An organizational perspective. *International Journal of Education Management, 8*(3), 26-34.

doi: 10.1108/09513549410062416

Council of Chief State School Officers. (2010). International perspectives on U.S. education policy and practice: What can we learn from high-performing nations. Washington, DC.

Day, C. (2007). What being a successful principal really means: An international perspective. *Education leadership and Administration.* Retrieved from http://www.thefreelibrary.com/What+being+a+successful+principal+really+means:+an+international…-a0190851382

Elmore, R.F. (2006). Paper from international conference: International perspectives on school leadership for systemic improvement '06. Leadership as the practice of improvement. Boston, MA.

Ford, B.J., & Schnuer, S. (n.d.) A global leadership context for librarians. *Thinking Outside the Borders,* 8-11.

Fusarelli, L.D. (2002). Tightly coupled policy in loosely coupled systems: Institutional capacity and organizational change. *Journal of Educational Administration, 40,* 561-575. doi: 10.1108/09578230210446045

Hannan, M.T., & Freeman, J. (1984). Structural inertia and organizational change. *American Sociological Review, 49*(2), 149-164.

Hargreaves, A. (n.d.). Organizational change and school curriculum. *International Handbook of Educational Change, 1*.

Huber, S. (2010). School leadership-international perspectives. *Studies in Educational Leadership, 10.*

Itim International. (2009). Cultural Dimensions: Hofstede, G. Retrieved from

http://www.geert-hofstede.com/

Jacobson, S.L. (2008). Leadership for success in high poverty elementary schools. *Journal of Educational Leadership, Policy and Practice, 23*(1), 3-17.

Jacobson, S.L., & Ylimaki, R. (Eds.). (2011). U.S and cross-national policies practices and preparation: Implications for successful instructional leadership, organizational learning and culturally responsive practices. Dordrecht, The Netherlands: Springer-Kluwer.

Journal of Managerial Issues. (1995). The invariance of leadership styles across four countries. Entrepreneur.

Kirkland, D.E. (2002). When culture disappears: US perceptions on educational leadership in other countries.

Lai, T.T. (2011). Proceedings from 2nd ICBER '11: School principal leadership styles and teachers organizational commitment: A research agenda. Kampar, Perak.

Law, W.W. (2011). Educational leadership and culture in China: Dichotomies between Chinese and Anglo-American leadership traditions. *International Journal of Educational Development.* doi: 10.106/j.ijedudev.2011.04.007

Leithwood, K., & Day, C. (Eds.). (2007). *Successful principal leadership in times of change: An international perspective.* Springer.

Leithwood, J., & Jantzi, D. (2001). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration, 1*(2), 112-129. doi: 10.1108/09578230010320064

Leithwood, K., Louis, K.S., Anderson, S., & Wahlstron, K. (2004). Learning from leadership project: How leadership influences student learning. *The Wallace Foundation.*

Lumby, J., & Heystek, J. (2008). Paper presented to the Biennial Conference of Commonwealth Council for Educational Administration and Management '08. *Think Globally Act Locally: A challenge to education leaders.* Durban, South Africa.

Mori, E. (2010). Proceedings from EGPA Annual Conference '10: Ph.D Students and Researchers Symposium. School leadership performance evaluation into a perspective of school improvement: An international comparison. Modena, Italy.

Muller, R. (2010). Leadership in technology project management. *IGI Global*.

Punnet, B.J. (n.d.) *International perspectives of organizational behavior*. (2nd Ed.).

Robertson, J.M., & Webber, C.F. (2004). International leadership development through web-based learning.

Roth, K., & Garnier, H. (2007). What science teaching looks like: An international perspective. *Science in the Spotlight, 64*(4), 16-23. Retrieved from http://www.ascd.org/publications/educational-leadership/dec06/vol64/What -Science-Teaching-Looks-Like@-An-International-Perspective.aspx

Slater, C.L. (n.d.) Understanding principal leadership: An international perspective and a narrative approach. *Sage Journals.*

Tate, N. (2008). An international perspective on school leadership: Speech to IBO Regional Conference. *The International School of Geneva.*

The Hong Kong Institute of Education. (2004). Developing curriculum leadership in a primary school: A Hong Kong case study: Law, H.F., & Wan, W.Y.

Thompson, P. (2004). Leadership from an international perspective. *American Organization of Nurse Executives,*191-198. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/15446607

Townsend, T., & MacBeath, J. (Eds.). (2011). International handbook of leadership for learning. *Springer International Handbooks of Education, 25*.

van Emmerik, I. , Euwema, M. & Wendt, H. (n.d.). Leadership behaviors around the world. *Sage Journals*. Retrieved from http://ccm.sagepub.com/content/8/3/297.refs

Wong, K. (n.d.). Cultural issues and educational leadership.